

Course Description

Title of the Course: The Learning Teacher
Leading Lecturer: Gábor Halász (Helena Kovacs, Csilla Pesti)

Aim of the course

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The Learning Teacher is a blended learning course, meaning it includes elements of traditional classroom learning and learning using digital technologies and online content and classes.

The main thematic focus of the course shall be teacher learning with a special emphasis on learning in context of practice and work. One of the key questions that the course will try to discover over the period of the semester is how teachers and student teachers learn about effective pupil learning while doing school based practice or while performing their daily work in classrooms and teacher communities.

The course aims to contribute to the students' knowledge regarding the following two interconnected topics:

1. Teacher knowledge and the importance of practice in teacher education
2. Teacher learning in school and the importance of innovative practices

The course will be led by a team of Early Stage Researchers from the Marie Skłodowska Curie programme called European Doctorate in Teacher Education (EDiTE), and as such will offer opportunities to gain perspectives of research in the abovementioned topics across Europe.

Learning outcome, competences

knowledge:

- Being familiar with teacher competences
- Gain knowledge regarding the various phases of the Continuous Professional Development
- Gain understanding about the teaching practice and learning about the profession of teaching
- Gain knowledge about general features of teacher professional learning and development
- Develop an understanding on the state of education today, innovations and the changes needed for the 21st century schooling

attitudes:

- Being open to interdisciplinary perspectives
- Develop curiosity for the field of education
- Engage into a reflective attitude about oneself and about the teaching profession / education

skills:

- Obtain an academic dialogue and discussion
- Work towards a goal orientated cooperation
- Use of digital learning platforms
- Presentation skills
- Academic writing skills

Content of the course

Topics of the course:

1. Strand 1: Teacher knowledge and the importance of practice in teacher education

- a. Continuous Professional Development of teachers
 - b. Initial Teacher Education - Documents vs. Reality
 - c. The role of practice in developing teacher competences
2. Strand 2: Teacher learning in school and the importance of innovative practice
 Within this topic, the class will be inspired to look at two main ideas, one connected to the innovations and another connected to teacher learning while on jobs:
- a. Innovations in education - a general perspective
 - b. Teacher learning / professional development as a specific outcome of innovation interventions

Learning activities, learning methods:

Each student will need to **present** during the period of the course. The students will be able to choose in which of the three strands want to present based on their interest and preference. The presentations need to be done individually but other students can help and support, as well as participate and co-present (e.g. if one person decides so, s/he can invite a fellow student and do the presentation together). However, even in pairs or small groups, each student will need to be in charge of one presentation.

The students can choose between three forms of presentations:

1. Live presentation in the class
2. Recorded video presentation that will be uploaded and shared with others
3. Recorded voice presentation that will be uploaded and shared with others

Students choosing the live presentations in the class form are expected to prepare a presentation based on their readings prior to the lesson. The exact theme/topic of the presentation should be discussed with the responsible lecturer. The duration of the live presentation in the class should be at least 10 minutes, and it should include at least 1 of the compulsory references and 2 other references identified by the student.

For the second two types of presentations, the student needs to do it prior to the course and send the recording by midday of the day before the lecture (e.g. if the lecture is on Thursday, the recording needs to be uploaded by 12-noon on Wednesday or before).

Discussions in the class will be strongly encouraged.

During the virtual lessons discussions will be done through online discussion space that will be given to the students at the beginning of the class. Some of such discussion will also be done after class, in the same platform, following the flexible times of students' input.

Videos and recorded lectures will be a part of the lectures.

Working groups will be organized during the sessions in order to analyse, share thoughts and motivate a critical dialogue about the topics being discussed during the class.

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation

requirements:

- Active participation during contact lessons
- Active use of digital learning platform
- Presentation
- Reading diary (in a form of annotated reading diary, mind maps, or other innovative form based on agreement with the lecturers)

- “Term paper” (in a form of essay, or other innovative form based on agreement with the lecturers)

mode of evaluation: 1-5 grades

criteria of evaluation:

Basis of assessment	Score
Active participation during contact lessons	15%
Active use of digital learning platform	15%
Presentations	20%
Quality and quantity of annotated reading diary	20%
Quality and relevance of the individual paper	30%
Total	100%

Score	Grade
86-100%	5 (excellent)
70-85 %	2 (very good)
61-70 %	3 (good)
51-60 %	4 (sufficient)
below 50% -	5 (fail)

Reading list

Compulsory reading list:

Buchberger, F., Campos, B. P., Kallos, D. & Stephenson, J. (2000). Green Paper on Teacher Education in Europe – High Quality Teacher Education for High Quality Education and Training. Umeå, Sweden: Fakultetsnämnden för lärarutbildning, Umeå universitet. 2-23

ET2020 Working Group on Schools Policy (2015). Shaping career-long perspectives on teaching - A guide on policies to improve Initial Teacher Education. Brussels, Belgium: European Commission. Retrieved from http://ec.europa.eu/dgs/education_culture/repository/education/library/reports/initial-teacher-education_en.pdf (June 2016).

European Commission (2013). Supporting teacher competence development for better learning outcomes. Retrieved from http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/teachercomp_en.pdf

Bakkenes I, Vermunt J.D. and Wubbels T. (2010). Teacher learning in the context of educational innovation: Learning activities and learning outcomes of experienced teachers. *Learning and Instruction*, No. 20, 533-548

Darling-Hammond, L. (2015). A New Moment in Education. URL: <http://www.huffingtonpost.com/linda-darlinghammond/a-new-moment-in->

education_b_8073130.html

Kwo O. (2010). Teachers as Learners. A Moral Commitment. In Kwo O. (Ed). Teachers as Learners – Critical Discourse on Challenges and Opportunities. CERC Studies in Comparative Education 26

McLaughlin C, Black-Hawkins K. and McIntyre D. (2004). Researching Teachers, Researching Schools, Researching Networks. A Review of the Literature University of Cambridge (only the first part)

Recommended reading list:

Biesta G. (2012). Giving Teaching Back to Education: Responding to the Disappearance of the Teacher. *Phenomenology & Practice*, Vol. 6 No. 2, pp. 35-49

Hodkinson, H., & Hodkinson, P. (2005). Improving schoolteachers' workplace learning. *Research papers in education*, 20(2), 109-131.

Eurydice: <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Countries>